



CAR Master training

Syllabus of face-to-face workshop

Day 4

Topic:

Professional communication



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1. INTRODUCTION

Project CAR Master, No. 2021-1-CZ01-KA220-VET-000033332, is a European Project which is supported by ERAMUS+ – KA2 Cooperation for innovation and the exchange of good practices, Strategic Partnerships for VET education.

The project is mainly focused on blended learning educational program CAR Master and on creating an online platform as a tool for innovative methods which educates masters. The aim of our project is to identify current qualification requirements of CAR Masters in the European automotive sector.

40 % of the education is available online in the CAR Master program, and this tool is supported by face-to-face training, which consists of 60% of the whole learning content. Online learning platform provides modern and attractive methods of education – MOOC, microlearning, gamification etc.

In order to achieve this objective, CAR Master intends to create a standardized non-academic knowledge base with the learning material to spread out the information about the benefits and challenges of blended learning in Europe. More specifically, the project results are the following:

Result 1: Definition of key skills of masters

Result 2: CAR Master Curriculum

Result 3: CAR Master Learning experience platform

Result 4: Face to face study

Result 5: Accreditation CAR Master

Result 6: CAR Master xlearning platform - finalization

This workshop syllabus is part of the result 4– Face to face study. We are using the flipped classroom methodology, when the target group will be supported by a face-to-face workshop to successfully graduate the whole learning sessions, including the learning materials in Results 2 and 3.

The workshop syllabus is a very detailed document for the teachers and trainers, including the schedule, goals, and teaching methods of working with the target group during the face-to-face sessions.

Consequently, the Erasmus+ project CAR Master aims at the following activities:

- To define the competence framework of production managers
- To improve the combination of hard and soft skills of production managers (masters)
- To develop open education and innovative practices in a digital area and face-to-face (blended learning)
- To create an online platform as a tool for innovative methods which educate masters.

This **workshop syllabus** was **established for adult educators** working in production companies with masters, foremen, team leaders or productive managers. The main objective is to develop the competencies that productive managers need for daily practical work in industrial companies. It gives an overview of the objectives, the target group, and the contents of the learning materials. In addition,

it provides adult educators with ideas on how to include these contents in their teaching and how to deliver them to their learners.

1.1. Face to face workshop

CAR Master methodology consists of 10 learning units in MOOC:

Unit 1: Total productive maintenance

Unit 2: Production process

Unit 3: Quality control methods

Unit 4: Digital Competences

Unit 5: Economical and organizational knowledge

Unit 6: Professional communication

Unit 7: New technologies

Unit 8: Environment and green skills

Unit 9: Health promotion and Risk prevention

Unit 10: Leadership role of masters

All content units have in the online platform the sections self-assessment tool, MOOC with quizzes, gamification and microlearning.

Face-to-face workshop consists of 5 days to support the self-study during the learning session through the CAR Master Learning experience platform. The workshop syllabus follows the 7 units from the whole learning content as follows:

- Day 1: Total productive maintenance (4 hours) and Production process (4 hours)
- Day 2: Quality control methods (4 hours) and Economic and organizational knowledge (4 hours)
- Day 3: Digital Competences (8 hours)
- Day 4: Professional Communication (8 hours)
- Day 5: Leadership role of masters (8 hours)

We, therefore, support using the **flipped classroom principle** with self-assessment tool, MOOC, microlearning, and gamification (PR3) primarily for theoretical parts of courses that do not require intensive student-teacher interaction. This frees up discussion between the teacher and the student within the direct teaching subsidy - in a face-to-face meeting, there is more space for critical topics, deeper explanations or confrontation of expert opinions and their defence.

One day/8 hours will be focused on the above-mentioned 7 topics – in total 5 days.

That document is primarily addressed to adult educators: teachers, trainers or some persons realizing the training with adults in production companies. It is a detailed syllabus with the proposed time schedule, which can be modified according to the needs of the trainers and especially of the workshop's participants.

2. WORKSHOP SYLLABUS

2.1. Goals

The aim of this workshop series is to help the adult learners to become more effective in their daily work of master/productive manager. They will practice the knowledge from the self-study with many practical examples, case studies with the support of the trainer and in the team.

- Adult learners will be able to use the theoretical knowledge in practice.
- Adult learners will be able to use the theoretical knowledge in team cooperation.
- Adult learners will understand the consequences of the appropriate topics in practical use.
- Adult learners will learn to share the obtained skills with your colleagues and teacher.

2.2. Session Goals

The following session goals follows the learning objectives of online study and are addressed to the adult educators to understand the learn objectives of each topic. The session goals for workshop's participants are stated in the attachment Nr. 1 (Syllabus of full-time workshop for adult learners) and should be share with the participants before workshop or on its very beginning.

2.2.1 . Total productive maintenance

After completing the session "Principles of Total Productive Maintenance" the participant will know and be able to:

- the basics around maintenance
- describe maintenance strategies
- the economic importance of maintenance
- describe typical weak points
- the most important basics of Total Productive Maintenance (TPM)
- the 8 pillars concept of TPM
- goals of TPM
- the 5S method
- the most important basics of people management under TPM
- the concept of autonomous maintenance
- how to introduce the concept of TPM to employees
- how to delegate tasks

- the concept of autonomous maintenance

2.2.2. Production process

In this learning session, the participant deals with the most essential basics of the production process. The participant will learn:

- important elements and instruments around work and process planning
- planning strategies and planning methods
- coding and numbering
- the tasks of scheduling
- how the lead time is made up
- the most important terms of capacity and materials management
- methods and goals around material planning as well as working time organization
- the objectives of capacity management
- material requirements planning
- the basics of working and operating time organisation
- the principles of Lean production and associated tools
- the basics of the value chain and how to fundamentally reduce waste along it
- how the KANBAN system works

2.2.3. Quality control methods

To understand the important and cross-company aspect, the participant will

- Know what quality planning involves
- Able to name the levels of quality planning
- Know quality characteristics
- Able to describe internal and external advantages of quality management systems
- Know the objectives, principles, and benefits of quality management systems
- Know the continuous improvement process (CIP) approach to product, process and service quality
- Able to name the phases of CIP

- Know the differences between CIP and Kaizen
- Four important quality management tools and their use in the automotive industry (Ishikawa/fishbone diagram, 5 Why method, Poka-Yoke, 8D method)

2.2.4. Economic and organizational knowledge

In this session the participant will learn about:

- the sub-areas of accounting
- the principles and tasks of controlling
- definitions the terms income and expenses
- definitions the term costs
- name the objectives of human resource planning
- definitions qualitative human resource planning and describe the procedure in qualitative human resource planning
- definitions the terms payment system and remuneration
- the European minimum requirements of working conditions
- the EU regulations to improve work-life balance
- questions they are allowed to ask during a job interview

2.2.5. Digital Competences

In this session the participant will:

- understand the basic characteristics of data security.
- understand the terms cybercrime and hacking.
- be able to recognize malicious and unsolicited emails.
- know measures to physically secure computers and mobile devices.
- know the important mathematical and statistical functions of Excel.
- be able to visualise the data adequately.
- be able to create a pivot table.
- understand the basic characteristics of data security.
- understand the terms cybercrime and hacking.

- be able to recognize malicious and unsolicited emails.
- know measures to physically secure computers and mobile devices.
- know the important mathematical and statistical functions of Excel.
- be able to visualise the data adequately.
- be able to create a pivot table.

2.2.6. Professional Communication

After completing this unit, the participant will have the following knowledge to:

- understand how communication processes are structured.
- explain how communication works according to the sender-receiver model.
- know possible reasons for communicative misunderstandings.
- explain which goals can be pursued with questioning techniques.
- explain when a conflict exists and what the basic characteristics are.
- name the basic characteristics of an escalation.
- know the basic patterns of conflict resolution.
- know potential subjects of dispute which can further lead to conflicts.
- know tools for difficult communication situations.
- explain possible meeting objectives.
- know the rules of meeting preparation.

2.2.7. Leadership role of masters

In detail, the participant should have the following knowledge after completing the course unit:

- define the leadership styles and list the competence of leaders.
- know the basic pillars of successful (team) leadership.
- know the definition of a team role.
- present different circumstances that have a motivating effect on employees.
- know the characteristics of ageing-appropriate work design.

- describe how age can influence the ability to work and behavioural prevention of work in old age.
- explain the term gender.
- explain the relationship between language and reality and use this to make arguments for gender-sensitive language.
- awareness that the unequal treatment of men and women is not only based on biological but rather on social factors.
- know what intercultural diversity is and can effectively support cultural diversity, promote cross-cultural communication and understanding.

2.3. Duration

The recommended duration of the workshop is 5 days, 8 hours per day and 40 hours in total. The recommended length for each of 7 learning session is stated above and can be changed according to the requirements of the particular company or participants. The workshop is designed to support the students in the whole process of blended learning:

- To explain the adult learners the complete methodology of CAR Master
- To prepare the adult learners for all phases of blended learning and be a supportive guide for them during the workshops
- To provide the adult learners with face-to-face support, interactive activities, and practical examples of the learning content
- To ensure the adult learners the various interactive methods in groups, pairs or self-study with the teacher's support in workshops

All proposed activities are specified in more detail and with an estimated time framework. But of course, the activity running or final evaluation discussion is directly proportional to the number and activity of the participants, and the planned time could be longer. It is up to the teacher or trainer to manage the activities and discussions to benefit all participants and to adjust the quantity and length of all proposed activities to the particular group of participants.

The mentioned duration and schedule of the whole workshop is only a recommendation. If the teacher/trainer feels that it would be useful to prolong the duration for more days using all proposed activities, it can be provided. The minimal duration of 5 days/40 hours should be kept reaching the required educational effect for the target group.

It is up to teachers and trainers to customize a proposed pool of activities to the national and local habits. The teacher or trainer is the most familiar with the needs of a particular group, so it is up to him/her to change the start of the workshop (f.e. from 9:00 to 8:00) or the duration of the workshop from 8 to 6 hours and plan more days to keep the recommended duration. The teachers and trainers

can understand the proposed learning content as a pool of recommended activities, and their use and composition should strictly respect the needs of a particular group of participants and national/local habits.

1st day is recommended to realize before starting the whole study to obtain the appropriate information on how the whole learning methodology works.

The other days should follow the week (or more) after self-study of the appropriate unit/topic.

The recommendation for the total period of face-to-face workshop is 5 weeks (1 day per week), but the final decision on how to implement this workshop is up to the teacher/trainer. The workshop can also be realized as intensive training in 1 week, or the trainer can choose another division of 5 days.

2.4. Required texts, materials or equipment

Each activity proposed in the workshop design has its structure with a detailed description of the required texts, materials or equipment. The following items are generally necessary for successful workshop running in general.

For participants:

- link to learning texts for self-study: CAR Master platform registration, including the self-assessment tool
- notebook/tablet/smartphone for self-study sessions
- papers/pencils etc.

For trainers/adult educators:

- flipchart, board
- data projector for presentations
- notebook
- cards for participants
- papers, pencils
- dissemination material of the project (PR video, leaflets etc.)
- equipment stated directly in the description of each activity.

2.5. Target group

The target group we focus on is formed mainly by masters (foremen/production managers). They implement the management decision right into the work of operators. They have a direct impact on the quality of products and the effectiveness of the process. Right now, all industrial companies

have a lack of educated employees for the position of managers. In general, CAR Master's target audience is:

- Industrial companies
- Masters and talents in industrial production
- Trainers, HR experts
- Educational institutions and schools

It is recommended to have only a small group of the participants – maximum of 15 persons to ensure the individual access and support to all of them.

2.6. Evaluation of the workshop

The participant will be a successful graduator if participates in 70% of the total workshop duration, i.e. he/she has to pass at least 28 hours in face-to-face learning (in case of planned 40 recommended hours). After successful participation, the participant will receive the certificate confirming the attendance. The certificate template is attached to that document as Appendix Nr. 3.

It is recommended to ask the participants for their expectations at the beginning of the face-to-face workshop and to obtain the final feedback on the last day of the workshop. The continuous evaluation will be made at the end of each session day.

The evaluation of the knowledge and skills will be realized continuously during the session by the teacher. The participants will receive individual recommendations continuously during the whole workshop.

The trainer should appreciate the partial successes of the learning and be supportive individually to each participant.

3. SCHEDULE OF THE WORKSHOP

3.1. Day 4 – Professional communication

Introduction:

The fourth day of the face-to-face methodology is focused on the sixth learning topic: Professional communication. The learning duration of this topic should be 8 hours; the whole learning day is planned for 8 learning hours with short coffee breaks and 1 hour for lunch. The planned schedule can be changed according to the trainer's needs and participants' group – also, division to 2 half days is possible.

9:00 – 10:15 – Welcome, introduction and expectations

In first 30 minutes, the teacher will introduce himself/herself and ask the participants for an introduction of each participant and expectations (2-3 minutes per participant). After the introduction, the teacher will warm up the participants with an icebreaker.

WORKSHOP SESSION	CAR Master - Icebreaker Day 3, 9:30 – 10:15
ACTIVITY NAME	Icebreaker – Advertisements
OBJECTIVES	<ul style="list-style-type: none"> ● To know each other ● To be warmed up ● To ice break the group atmosphere
DESCRIPTION	<p>1. Preparation – 15 minutes The trainer prepares a template of the advertisement with the prepared questions. The nature of the questions is not determined - they can be classics such as favourite music, film or you can let your imagination run wild and ask for opinions on dinosaurs etc. The trainer needs template for each participant. The trainer should prepare also some box for collection of the answers.</p> <p>2. Explain the activity to the students (briefing) – 10 minutes</p> <ul style="list-style-type: none"> ● Explain what students can expect from the next 45 minutes ● Give to each participant a template of advertisement ● Create a pleasant and positive atmosphere <p>3. Run the activity – 25 minutes</p> <ul style="list-style-type: none"> ● Individual work - 10 minutes: Each participant fill out this ad and sign it with their made-up pseudonym or brand name. ● Board (5 minutes) Everyone hangs their ad on the bulletin board so that others can't guess which ad belongs to whom. Then everyone can read all the ads at once and reply only to the ones they are interested in. ● Replying to 1 advertisement (just now in the first activity, but it can be used for the whole duration of workshop) (10 minutes) They reply on a separate piece of paper and take their message (ideally to some box). They must indicate to whom the advertisement is addressed and their number plate. Then the teacher/trainer will collect and distribute the mail to its owners. The box can be available for the whole duration of the workshop; thus, there may be a correspondence between some participants. <p>4. Evaluation (debriefing) – 5 - 25 minutes</p> <ul style="list-style-type: none"> ● Individual reading of the answers (5 minutes) ● In the last part, the correspondence is finished and the players sit in a circle. Each advert is read aloud and the others guess who it belongs to. The author confesses at the very end. It can be done immediately after first answers or in the end of the workshop.(20 minutes) ● Ask your learners if they have some questions.
TIME FOR THE ACTIVITY	<p>Total time: 45 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 15 minutes</p>

	Briefing time: 10 minutes Activity time: 25 minutes Evaluation time: 5-25 minutes
SETTING OF THE ACTIVITY	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> ● Explaining the running of activity ● Continuous organization of the activity ● Facilitation of the discussion and evaluation <p>Learners' role:</p> <ul style="list-style-type: none"> ● The students are listening to the explanations, actively working (individually, in the plenum)
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> ● Board ● Box for answers
MATERIALS FOR THE STUDENT	<ul style="list-style-type: none"> ● Template of the advertisement

10:15 – 11:15

Learning Unit I: Professional communication

WORKSHOP SESSION	Professional communication Day 4, time 10:15 – 11:15
ACTIVITY NAME	The communication process matters – real-life examples – brainstorming
OBJECTIVES	<ul style="list-style-type: none"> ● To explore and understand the theories of communication ● To know how to use communication process in a real environment ● To familiarize with real-life scenarios related to the automotive industry and the associated communication challenges ● To learn to communicate effectively
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation <ul style="list-style-type: none"> ● About 2 minutes to prepare equipment and distribute materials. 2. Explain the activity to the students (briefing) – 10 minutes <ul style="list-style-type: none"> ● Explain what students can expect from the next 50 minutes. ● Briefly explain the importance of effective communication in the automotive industry, including interactions with colleagues, customers, suppliers, and other stakeholders.

	<ul style="list-style-type: none"> ● Share the objectives of the exercise: to explore communication process and theories and discuss their relevance and application. ● Create a pleasant and positive atmosphere. <p>3. Run the activity – 40 minutes</p> <ul style="list-style-type: none"> ● Divide participants into small groups (4-5 people each). ● Present each group with a different scenario from the automotive industry (e.g., launching a new model in the market, resolving a customer complaint, coordinating between different departments) making use of the gamification available through the online platform. ● Instruct each group to discuss and brainstorm how an effective communication process can be carried out, according to all its phases, to the scenario assigned to them, in order to effectively solve the scenario. ● Encourage creative thinking and practical application. ● Have each group write down what they come up with on sheets of paper. ● Let each group present its communication process and its application in the assigned scenario. ● Write down key things and ideas on the whiteboard. ● Lead a brief discussion after each presentation, allowing participants to ask questions and share insights. ● Highlight the strengths and potential challenges of applying what each group has prepared in an automotive context. <p>4. Evaluation (debriefing) – 8 minutes</p> <ul style="list-style-type: none"> ● Summarize the key points discussed during the exercise. ● Emphasize the importance of selecting appropriate communication strategies based on the specific context of the automotive industry. ● Invite participants to share their reflections on the exercise and how they plan to apply the insights gained.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 60 minutes -----</p> <p>Preparation time: 2 minutes Briefing time: 10 minutes Activity time: 40 minutes Evaluation time: 8 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This is group activity (4-5 people in each group), led by the teacher and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> ● Preparation of automotive-related scenarios for the activity ● Explaining the running of activity ● Continuous organization of the activity ● Facilitation of the discussion and evaluation <p>Learners' role:</p> <ul style="list-style-type: none"> ● The learners are listening to the explanations ● They work actively in groups of 4-5 people ● They brainstorm and share their ideas with others ● They adapt their ideas to the context of the automotive industry ● They present the ideas created in their groups to the forum

MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> ● Laptop with Internet access to launch https://platform.car-master.eu/ ● Whiteboard and markers ● Projector and screen
MATERIALS FOR THE STUDENT	<ul style="list-style-type: none"> ● Sheets of paper and writing utensils

11:15 – 11:30

Coffee break

11:30 – 12:35

Learning unit II: Professional communication

WORKSHOP SESSION	CAR Master: Learning unit - Professional communication Day 4, time 11:30 – 12:35
ACTIVITY NAME	Conflict management - considerations with an example
OBJECTIVES	<ul style="list-style-type: none"> ● To be able to define a conflict and its types ● To be able to put into practice various strategies for resolving conflict situations in communication ● To apply this knowledge to situations in the automotive sector
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation <ul style="list-style-type: none"> ● About 2 minutes to prepare equipment and distribute materials. 2. Explain the activity to the students (briefing) – 10 minutes <ul style="list-style-type: none"> ● Explain what students can expect from the next 50- minutes. ● Present the instructions for each exercise on sheets of paper. ● Create a pleasant and positive atmosphere. 3. Run the activity – 40 minutes <ul style="list-style-type: none"> ● The learners proceed to the first task - writing their own definition of conflict on a piece of paper. They have about 5 minutes to do this. ● They then each read their definition aloud. The teacher writes keywords from the learners' prepared definitions on the board, and finally marks with different coloured markers the issues that were repeated most often in these definitions. ● Next, learners move on to the second task on the sheet, which involves sorting conflict resolution strategies in the correct order. ● Once everyone has finished this task, the teacher writes the correct order on the board. ● The learners proceed to the third exercise - they are presented with a scenario from the automotive industry, where a difficult communication situation occurs. At the bottom, under the description of the situation, strategies are written out to help get out of this type of situation. Each learner chooses, according to him/her, the most suitable strategy (or several strategies) to face this situation, and briefly justifies why he/she chose this strategy (or strategies). They have about 8 minutes to do so. ● At the end, each learner is asked to present their chosen strategies and briefly justify their choice to the class.

	<p>4. Evaluation (debriefing) – 10 minutes</p> <ul style="list-style-type: none"> ● Summarize the key points discussed during each of the 3 exercises. ● Briefly discuss with learners the importance of strategies for solving difficult communication situations and their importance in the automotive sector. ● Give learners a chance to ask any questions in the activity topic.
TIME FOR THE ACTIVITY	<p>Total time: 62 minutes</p> <p>-----</p> <p>Preparation time: 2 minutes Briefing time: 10 minutes Activity time: 40 minutes Evaluation time: 10 minutes</p>
SETTING OF THE ACTIVITY	<p>This is an individual activity, led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> ● Explaining the running of activity ● Continuous organization of the activity ● Facilitation of the discussion and evaluation ● Answering learners' questions <p>Learners' role:</p> <ul style="list-style-type: none"> ● The students are listening to the explanations ● They are actively working individually ● They present their individual ideas and solutions to the class ● They participate in the discussion and ask questions on the topics
MATERIALS FOR THE TEACHER	<ul style="list-style-type: none"> ● Whiteboard and coloured markers
MATERIALS FOR THE STUDENT	<ul style="list-style-type: none"> ● Sheets of paper and writing utensils

12:35 – 13:35 Lunch

13:35 – 14:00 Energizer

WORKSHOP SESSION	<p>CAR Master - Energizer Day 4, 13:35 – 14:00</p>
ACTIVITY NAME	<p>Icebreaker – Colours</p>
OBJECTIVES	<ul style="list-style-type: none"> ● To be warmed up ● To ice break the group atmosphere ● To understand the function of sensitive memory
DESCRIPTION	<p>1. Preparation</p>

	<p>The teacher trainer will prepare the templates with the set of 10 cards with the names of colour on 1 card. The name of colour is written/printed by another colour than the name of colour is. Example: yellow You need a set of cards to 1 pair.</p> <p>2. Explain the activity to the students (briefing) – 5 minutes</p> <ul style="list-style-type: none"> ● Explain what students can expect from the next 25 minutes ● Create a pleasant and positive atmosphere <p>3. Run the activity – 10 minutes</p> <ul style="list-style-type: none"> ● Form the pairs. ● Give a set of 10 cards to 1 pair. ● The both participants will look at the cards together. 1 participant will say as quickly as he/she can the colour which is written by text. The correct result from preparation is “yellow” not “blue” ● The other participant is checking her/his colleague. ● Then they mix the cards and switch their role. <p>4. Evaluation (debriefing) – 10 minutes</p> <ul style="list-style-type: none"> ● The teacher trainer asks the participants for their feedback. <ul style="list-style-type: none"> ○ Was anything difficult for you? ○ Did you make any mistakes? ● Explanation: our brain is rather prepared for perceiving of the real colour of letters not for the meaning of what is written. So, the first we can see is the colour of the letters and not the content of reading (sensitive memory). ● Ask your learners if they have some questions.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 20 minutes (+ preparation time)</p> <hr/> <p>Preparation time: 0 minutes Briefing time: 5 minutes Activity time: 10 minutes Evaluation time: 10 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher’s/Trainer’s role:</p> <ul style="list-style-type: none"> ● Explaining the running of activity ● Continuous organization of the activity ● Facilitation of the discussion and evaluation <p>Learners’ role:</p> <ul style="list-style-type: none"> ● The students are listening to the explanations, actively working (individually, in the plenum)
<p>MATERIALS FOR THE TEACHER</p>	
<p>MATERIALS FOR</p>	

THE STUDENT	<ul style="list-style-type: none"> ● Set of 10 cards to 1 pair
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14:00 – 15:35 Activities to the topic Professional Communication

WORKSHOP SESSION	Professional communication Day 4, time 14:00 – 15:35
ACTIVITY NAME	Effective team meeting workshop for automotive sector
OBJECTIVES	<ul style="list-style-type: none"> ● To enhance participants' understanding and skills in conducting effective team meetings ● To provide a hands-on experience for participants to practice and understand the nuances of effective team meetings in the automotive sector ● To maximise the involvement of participants in exploring the topic of effective team meetings
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation <ul style="list-style-type: none"> ● Approximately 5 minutes to prepare the materials needed and set up chairs, tables etc. accordingly. 2. Explain the activity to the students (briefing) – 15 minutes <ul style="list-style-type: none"> ● Begin by welcoming participants and briefly explaining the importance of effective team meetings in the automotive sector ● Discuss key concepts related to effective team meetings, such as setting clear objectives, establishing an agenda, active listening, time management, and follow-up actions. Use examples from the automotive industry to make the concepts relevant. ● Explain what students can expect from the next 75 minutes. Explain that participants will engage in a group exercise designed to simulate a team meeting scenario. They will take on different roles and apply the principles discussed in the briefing to ensure a productive meeting. ● Create a pleasant and positive atmosphere. 3. Run the activity – 55 minutes <ul style="list-style-type: none"> ● Assign roles to participants: facilitator, timekeeper, note-taker, and participants. Provide them with role-specific instructions. ● Present a scenario relevant to the automotive industry, such as discussing strategies for improving production efficiency or addressing quality control issues. Explain that the team will need to collaboratively address the scenario during the meeting. ● Conduct a simulated team meeting where participants play their assigned roles. The facilitator leads the meeting, the timekeeper ensures discussions stay on schedule, the note-taker records key points, and participants actively contribute ideas and solutions.

	<ul style="list-style-type: none"> ● Ensure that the simulated meeting involves discussions, decision-making, and problem-solving. Encourage participants to apply the key concepts discussed earlier. ● If there is enough time, participants can swap roles, e.g. if someone was a participant, they can now be the person taking notes, etc. The next simulated team meeting then follows a different scenario (it can be similar to the previous one, but not the same). <p>4. Evaluation (debriefing) – 20 minutes</p> <ul style="list-style-type: none"> ● Ask participants to share their experiences in their respective roles. Discuss challenges faced and lessons learned. Highlight the importance of each role in contributing to an effective meeting. ● Lead a discussion on the key takeaways from the activity. Summarize the principles of effective team meetings within the context of the automotive sector. Encourage participants to reflect on how these principles can be applied in their real work situations. ● Open the floor for questions, comments, and additional insights. Encourage participants to share any personal experiences or strategies they have found effective in their own team meetings. ● Conclude the workshop by emphasizing the value of conducting effective team meetings in the automotive sector. Thank participants for their active participation and encourage them to apply what they've learned to improve their future team meetings.
<p>TIME FOR THE ACTIVITY</p>	<p>Total time: 95 minutes</p> <p>-----</p> <p>Preparation time: 5 minutes Briefing time: 15 minutes Activity time: 55 minutes Evaluation time: 20 minutes</p>
<p>SETTING OF THE ACTIVITY</p>	<p>This is a group (group size: 10-20 participants) exercise, carried out by the learners themselves, supervised by the teacher and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> ● Explaining the running of activity ● Supervision of the conduct of activity ● Facilitation of the discussion and evaluation <p>Learners' role:</p> <ul style="list-style-type: none"> ● The students are listening to the explanations, actively working (in the plenum) ● They play different roles during activity ● They discuss and ask questions ● They engage in assigned roles and put into practice the theoretical issues learnt
<p>MATERIALS FOR THE TEACHER</p>	<ul style="list-style-type: none"> ● Flipchart or whiteboard ● Markers
<p>MATERIALS FOR THE STUDENT</p>	<ul style="list-style-type: none"> ● Writing utensils ● Sticky notes ● Timer

15:35 – 15:45 Coffee break

15:45 – 16:10 Energizer II

WORKSHOP SESSION	CAR Master: Energizer II Day 4, 15:45 – 16:10
ACTIVITY NAME	Icebreaker – Shuffle shoes
OBJECTIVES	<ul style="list-style-type: none">● To know each other● To be warmed up● To ice break the group atmosphere
DESCRIPTION	<p>1. Preparation The preliminary preparation is not necessary</p> <p>2. Explain the activity to the students (briefing) – 2 minutes</p> <ul style="list-style-type: none">● Explain what students can expect from the next 30 minutes● Create a pleasant and positive atmosphere <p>3. Run the activity – 20 minutes (individual work)</p> <ul style="list-style-type: none">● First, all players take off their shoes.● Then put them in a pile and shuffle so that the shoes are no longer in pairs.● Form two teams of the same size.● Both teams line up in front of a pile of shoes.● Make sure the distance between the groups and the pile of shoes is the same. Then the teacher/trainer gives the starting signal and the first player on each team runs to the pile and must find and put on their shoes as quickly as possible.● Now they must run back to their team and tag the next person in line. Then it's the next person's turn. The game continues until one group is completed and it is the winner! <p>4. Evaluation (debriefing) – 3 minutes</p> <ul style="list-style-type: none">● You can ask the participants about their feedback
TIME FOR THE ACTIVITY	<p>Total time: 25 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 0 minutes Briefing time: 2 minutes Activity time: 20 minutes Evaluation time: 3 minutes</p>
SETTING OF THE ACTIVITY	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p>

	<ul style="list-style-type: none"> ● Explaining the running of activity ● Continuous organization of the activity Learners' role: <ul style="list-style-type: none"> ● The students are listening to the explanations, actively working (individually, in the plenum)
MATERIALS FOR THE TEACHER	
MATERIALS FOR THE STUDENT	

WORKSHOP SESSION	CAR Master: Pair work Day 4, 16:10 – 17:40
ACTIVITY NAME	Understanding what others are saying and what I understand
OBJECTIVES	<ul style="list-style-type: none"> ● To learn to communicate together ● To learn to explain what I want to communicate ● To learn to ask the questions
DESCRIPTION	<ol style="list-style-type: none"> 1. Preparation (2 minutes) Prepare 2 pictures (templates are attached) for each pair in the group of participants. 2. Explain the activity to the students (briefing) – 5 minutes <ul style="list-style-type: none"> ● Explain what students can expect from the next 40 minutes ● Create a pleasant and positive atmosphere 3. Run the activity – 40 minutes (individual work) <ul style="list-style-type: none"> ● The participants form into pairs. ● The participants sit back-to-back ● One of the participants will receive the picture, and the second one in the pair may not see it. ● This person with the picture will start with an explanation and description with motivation the second person will draw the same picture. ● The drawing person will try to draw the pictures according to the description of the colleague. She or he can ask questions to clarify anything what is not clear to him/her. ● Both can only verbally communicate. ● After completion they will compare the pictures. ● Then they will switch the roles with another picture with the same process. 4. Evaluation (debriefing) – 45 minutes <ul style="list-style-type: none"> ● You can ask the participants about their feedback ● The teacher will facilitate the discussion and give a space to all pairs to answer the questions: <ul style="list-style-type: none"> ○ Which role was more difficult for you? ○ What was difficult in communication? ○ What part of the picture was most difficult to explain/draw?

	<ul style="list-style-type: none"> ○ What was the misunderstanding between persons? ○ Was difficult to ask questions? <p>At the end, the teacher summarizes how the obstacles in communication are caused. Usually, we think that we have explained everything, but the second side must not understand the sense.</p>
TIME FOR THE ACTIVITY	<p>Total time: 90 minutes (+ preparation time)</p> <p>-----</p> <p>Preparation time: 0 minutes Briefing time: 5 minutes Activity time: 45 minutes Evaluation time: 45 minutes</p>
SETTING OF THE ACTIVITY	<p><i>Identify if it is an individual or group activity, if it is led by the teacher or if it is self-learning, if it is done in class or at home. If it is done in group, specify the number of students per group. Specify also the different roles of the teacher and the learners.</i></p> <p>This activity is led by the teacher/trainer and done in the plenum in class.</p> <p>Teacher's/Trainer's role:</p> <ul style="list-style-type: none"> ● Explaining the running of activity ● Continuous organization of the activity <p>Learners' role:</p> <ul style="list-style-type: none"> ● The students are listening to the explanations, and actively working (individually, in the plenum)
MATERIALS FOR THE TEACHER	
MATERIALS FOR THE STUDENT	2 pictures for drawing to each pair (appendix to Day 4 Nr. 4a)

17:40 – 18:00 The trainer will ask the participants about the evaluation of the whole day, fulfilment of their expectations and recommend casual sources for studying the learned topics. The trainer can inform the participants about the next day of the workshop focused on Digital Competences. The follow-up of all sessions can be recommended to be back to the learning units in CAR Master platform: <https://platform.car-master.eu/>

4. ATTACHMENTS

1. Syllabus of full-time workshop for adult learners
2. Schedule the full-time workshop on 1 page
3. Certificate template for full-time workshop
4. Appendix to Day 4:
 - a. 2 pictures for drawing



CAR Master training

**ARE YOU INTERESTED IN FURTHER INFORMATION? WE
LOOK FORWARD TO YOUR VISIT TO OUR WEBSITE!**



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Syllabus of CAR Master workshop for participants

Name: CAR Master Workshop

Duration: 40 hours

Introduction:

The project is mainly focused on blended learning educational program CAR Master and on creating an online platform as a tool for innovative methods which educates masters. The aim of our project is to identify current qualification requirements of CAR Masters in the European automotive sector.

40 % of the education is available online in the CAR Master program, and this tool is supported by face-to-face training, which consists of 60% of the whole learning content. Online learning platform provides modern and attractive methods of education – MOOC, microlearning, gamification etc.

This workshop syllabus was established for masters, foremen, team leaders or productive managers working in production companies. The main objective is to develop the competencies that productive managers need for daily practical work in industrial companies.

The workshop consists of 5 days which support the self-study through the CAR Master platform. The workshop syllabus follows the learning units of the whole methodology as follows:

- Day 1: Total productive maintenance (4 hours) and Production process (4 hours)
- Day 2: Quality control methods (4 hours) and Economic and organizational knowledge (4 hours)
- Day 3: Digital Competences (8 hours)
- Day 4: Professional Communication (8 hours)
- Day 5: Leadership role of masters (8 hours)

We, therefore, support using the flipped classroom principle with self-assessment tool, MOOC, microlearning, and gamification (PR3) primarily for theoretical parts of courses that do not require intensive student-teacher interaction. This frees up discussion between the teacher and the student within the direct teaching subsidy - in a face-to-face meeting, there is more space for critical topics, deeper explanations or confrontation of expert opinions and their defence.

Learning objectives:

The aim of this workshop series is to help the masters, foremen, productive managers, team leaders to become more effective in their daily work. You will be able to use the theoretical knowledge in practice.

- You will be able to use the theoretical knowledge in team cooperation.
- You will understand the consequences of the appropriate topics in practical use.
- You will learn to share the obtained skills with your colleagues and teacher.

Required texts, materials, or equipment:

- Link to CAR Master online platform: <https://platform.car-master.eu/>
- Notebook/tablet/smartphone for self-study sessions
- Papers/pencils etc.

Evaluation: You will receive a certificate for completing the workshop (at least 70% of your attendance).



FACE TO FACE WORKSHOP



CAR Master

Day 1

TPM + Production processes

9:00 - 09:20
Introduction

09:20-10:00
Expectations, warming

10:00-10:30
Learning unit I to topic TPM

10:30-10:45
Coffee break

10:45-13:00 Activities to
topic TPM, summary

13:00-14:00
Lunch

14:00 - 14:45 Learning unit II
Production process

14:45-15:45
Activities to topic

15:45-16:00
Coffee break

16:00-17:15
Putting theory into praxis

17:15-17:45
Case studies to topic

17:45-18:00
Evaluation, goodbye

Day 2

Quality Control methods
Economic knowledge

9:00 - 09:20
Welcome, expectations

09:20-09:55
Ice-breaker

09:55-10:55 Learning unit I:
Quality Control methods

10:55-11:05
Coffee break

11:05-13:00 Activities to
topic

13:00-14:00
Lunch

14:00 - 14:20 Energizer

14:20-15:00 Learning unit I:
Economic knowledge

15:00-15:15
Coffee break

15:15-16:35
Activities to topic

16:35-17:50
Case studies to topic

17:50-18:00
Evaluation, goodbye

Day 3

Digital Competences

9:00 - 09:55
Expectations, ice-breaker

09:55-10:25 Learning unit I.
Digital competences

10:25-10:40
Coffee break

10:40-12:30
Digital skills/tools at workplace

12:30-13:30
Lunch

13:30-14:50
Activities to the topic

14:50 - 15:10
Energizer

15:10-15:55
Practical activities of topic

15:55-16:10
Coffee break

16:00-16:15
Coffee break

16:10-17:45
Group exercise + Case study

17:45-18:00
Evaluation, follow-up

Day 4

Professional Communication

9:00 - 9:30
Welcome, expectations

09:30-10:15
Ice-breaker

10:15-11:15 Learning unit I:
Professional communication

11:15-11:30
Coffee break

11:30-12:35 Learning unit II:
Professional Communication

12:35 - 13:35
Lunch

13:35-14:00
Energizer

14:00-15:35
Activities to the topic

15:35-15:45
Coffee-break

15:45-16:10
Energizer

16:10-17:40
Pair work to the topic

17:40-18:00
Evaluation, follow-up

Day 5

Leadership of masters

9:00 - 10:00 Welcome,
expectations

10:00-11:10 Learning unit I:
Leadership of masters

11:10-11:25
Coffee break

11:25-12:25 Learning unit II:
Diversity of the work team

12:25-13:25
Lunch

13:25 - 13:45
Energizer

13:45-14:30
Group exercise

14:30-14:45
Coffee break

14:45-15:05
Energizer II

15:05-16:35
Pair work

16:35-16:50
Coffee break

16:50-18:00 Evaluation,
follow-up, goodbye



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CAR Master
training

CERTIFICATE

OF PARTICIPATION

THIS IS TO CERTIFY THAT

has successfully completed the tailor-made training for foremen in production through the face to face workshop (scope of training 40 hours).



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The CAR Master training certificate of participation has been issued based on at least 70% of personal participation on face to face workshop duration. The 7 thematic modules of face to face training corresponding to non-formal vocational education and training represent a set of learning objectives which are presented in the table.

1. Principles of Total Productive Maintenance (TPM) –4 hours	2. Production process basics – 4 hours	3. Quality control methods – 4 hours	4. Digital competences – 8 hours
<p>Knowing the maintenance strategies in production.</p> <p>Knowing the most important basics of TPM.</p> <p>Knowing the most important basics of people management under TPM.</p>	<p>Knowledge of the most important methods and instruments of work and process planning.</p> <p>Knowledge of the most important terms of capacity and materials management.</p> <p>Knowing how production factors from all areas of the company should be used economically and efficiently.</p>	<p>Knowing what quality planning means.</p> <p>Knowing what the aims and benefits of quality management represent.</p> <p>Knowing what the possibilities are for safe guarding and improvements.</p> <p>Knowing different quality management tools.</p>	<p>Knowing the basis of digital security.</p> <p>Knowing the basics of using Microsoft Excel.</p> <p>Knowing the most common online communication tools work.</p> <p>Knowing the basic rules for presentation</p>
5. Economic and organisational knowledge – 4 hours	6. Professional communication – 8 hours	7. The leadership role of masters – 8 hours	
<p>Knowing the basics of finance and economics and the interrelationships within the company.</p> <p>Knowing the planning staff and enforcing the company's strategy.</p> <p>Knowing the most important European basics concerning labour law.</p>	<p>Knowing about communication theories and how to deal with them in everyday life.</p> <p>Knowing about conflict management and how conflicts can be resolved professionally.</p> <p>Knowing about presentation techniques and how to apply them in meetings.</p>	<p>Knowing how to lead their employees successfully.</p> <p>Knowing how to behave as a leader in a team.</p> <p>Knowing to work in a multigenerational mix and the changes in old age.</p> <p>Knowing to work with people of different backgrounds and sexual orientations</p>	



